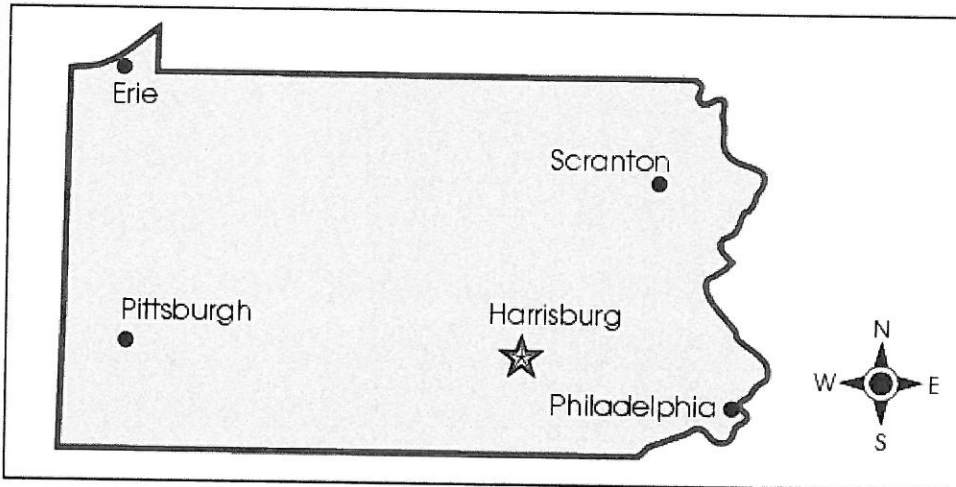


Question 1

A map of Pennsylvania cities is shown.

Pennsylvania Cities



Martin traveled from Harrisburg to Pittsburgh.

In which direction did he travel?

- (A) north
- (B) south
- (C) east
- (D) west

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)

Scoring Guidelines

Rationale for Option A: This is incorrect. The direction from Harrisburg to Pittsburgh is not north.

Rationale for Option B: This is incorrect. The direction from Harrisburg to Pittsburgh is not south.

Rationale for Option C: This is incorrect. The direction from Harrisburg to Pittsburgh is not east.

Rationale for Option D: **Key** – The direction from Harrisburg to Pittsburgh is west.

Sample Response: 1 point

A map of Pennsylvania cities is shown.

Pennsylvania Cities

The map shows the state of Pennsylvania with several cities marked. Erie is in the northwest corner. Scranton is in the northeast. Harrisburg is in the center, marked with a star. Philadelphia is in the southeast. Pittsburgh is in the west. A compass rose is located to the right of the map, showing North (N) at the top, South (S) at the bottom, East (E) to the right, and West (W) to the left.

Martin traveled from Harrisburg to Pittsburgh.

In which direction did he travel?

- ☐ (A) north
- ☐ (B) south
- ☐ (C) east
- ☒ (D) west

Question 2

A map of Ohio is shown.



Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

| | Northeast | Northwest | Southeast | Southwest |
|------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bryan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Athens | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleveland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cincinnati | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Points Possible: 2

Content Standard: Economics and Geography

Content Statement: A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)

Sample Response: 2 points

A map of Ohio is shown.



Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

| | Northeast | Northwest | Southeast | Southwest |
|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Bryan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Athens | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Cleveland | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cincinnati | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Notes on Scoring

This response earns full credit (2 points) because the student correctly identified the location of the four cities on the map in relation to Columbus using intermediate directions.

Question 3

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which good was produced by people living in the southern United States during the early 1800s?

- ☐ A cloth
- ☐ B ships
- ☐ C timber
- ☐ D tobacco

Part B

Select the **two** characteristics that allowed people living in the South to produce this good.

- ☐ rocky soil
- ☐ large factories
- ☐ paved highways
- ☐ plantation economy
- ☐ long growing season

Points Possible: 2

Content Standard: Economics and Geography

Content Statement: The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies. (11)

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which good was produced by people living in the southern United States during the early 1800s?

- ☒ (A) cloth
- ☐ (B) ships
- ☐ (C) timber
- ☐ (D) tobacco

Part B

Select the **two** characteristics that allowed people living in the South to produce this good.

- ☐ rocky soil
- ☐ large factories
- ☐ paved highways
- ☒ plantation economy
- ☒ long growing season

Notes on Scoring

This response receives full credit (2 points) because both Parts A and B are correct. The student must answer Part A correctly in order to receive credit for Part B.

Question 4

During the early 1900s, which part of the world did most immigrants to Ohio come from?

- Ⓐ Africa
- Ⓑ Asia
- Ⓒ Europe
- Ⓓ South America

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States. (13)

Scoring Guidelines

Rationale for Option A: This is incorrect. While some immigrants may have come to Ohio from Africa, African countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

Rationale for Option B: This is incorrect. While some immigrants may have come to Ohio from Asia, Asian countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

Rationale for Option C: **Key** – In the early 1900s, most immigrants to Ohio came from countries in Europe.

Rationale for Option D: This is incorrect. While some immigrants may have come to Ohio from South America, South American countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

Sample Response: 1 point

During the early 1900s, which part of the world did most immigrants to Ohio come from?

- ☐ Ⓐ Africa
- ☐ Ⓑ Asia
- ☒ Ⓒ Europe
- ☐ Ⓓ South America

Question 5

Why are entrepreneurs important in the production of goods?

- Ⓐ They sell products without trying to make a profit.
- Ⓑ They make laws that protect the rights of workers.
- Ⓒ They organize resources such as money and labor.
- Ⓓ They reduce the number of employees needed overall.

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. (23)

Scoring Guidelines

Rationale for Option A: This is incorrect. Entrepreneurs typically take risks to start businesses in order to make a profit.

Rationale for Option B: This is incorrect. Entrepreneurs are not government leaders; they cannot create laws.

Rationale for Option C: **Key** – Entrepreneurs must organize resources such as money and labor in order to start a business.

Rationale for Option D: This is incorrect. Entrepreneurs create new business ventures and increase the number of jobs available overall.

Sample Response: 1 point

Why are entrepreneurs important in the production of goods?

- ☐ A They sell products without trying to make a profit.
- ☐ B They make laws that protect the rights of workers.
- ☒ C They organize resources such as money and labor.
- ☐ D They reduce the number of employees needed overall.

Question 6

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Nina wants to buy a t-shirt to support her school's basketball team. The t-shirt costs \$10. Nina makes \$2 a day walking her neighbor's dog. What can Nina do to make sure she has enough money to buy the t-shirt?

- (A) stop walking her neighbor's dog
- (B) attend the next school basketball game
- (C) use the money she earns each day on a snack
- (D) save the money she earns each day instead of spend it

Part B

Why will the action that you chose in Part A help Nina save enough money to buy the t-shirt?

- (A) because she won't be hungry when she walks her neighbor's dog
- (B) because it is likely that the t-shirts will be sold at the school basketball game
- (C) because her money will no longer be decreasing and it will quickly add up to \$10
- (D) because increasing the amount of money she spends each day will help her earn money

Points Possible: 2

Content Standard: Economics and Geography

Content Statement: Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income. (24)

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Nina wants to buy a t-shirt to support her school's basketball team. The t-shirt costs \$10. Nina makes \$2 a day walking her neighbor's dog. What can Nina do to make sure she has enough money to buy the t-shirt?

- ☐ Ⓐ stop walking her neighbor's dog
- ☐ Ⓑ attend the next school basketball game
- ☐ Ⓒ use the money she earns each day on a snack
- ☒ Ⓓ save the money she earns each day instead of spend it

Part B

Why will the action that you chose in Part A help Nina save enough money to buy the t-shirt?

- ☐ Ⓐ because she won't be hungry when she walks her neighbor's dog
- ☐ Ⓑ because it is likely that the t-shirts will be sold at the school basketball game
- ☒ Ⓒ because her money will no longer be decreasing and it will quickly add up to \$10
- ☐ Ⓓ because increasing the amount of money she spends each day will help her earn money

Notes on Scoring

This response receives full credit (2 points) because both Parts A and B are correct. The student must answer Part A correctly in order to receive credit for Part B.

Question 7

Which action is one way that middle school students can influence the government?

- Ⓐ writing letters
- Ⓑ obeying the law
- Ⓒ attending school
- Ⓓ voting in elections

Points Possible: 1

Content Standard: Government

Content Statement: Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)

Scoring Guidelines

Rationale for Option A: **Key** – Middle school students can impact the government by writing letters to representatives.

Rationale for Option B: This is incorrect. Although obeying the law is an important attribute of responsible citizenship, it is not a way to directly influence the government.

Rationale for Option C: This is incorrect. Although being an informed citizen is an important attribute of responsible citizenship, attending school is not a way to directly influence the government.

Rationale for Option D: This is incorrect. Middle school students are not old enough to vote in elections.

Sample Response: 1 point

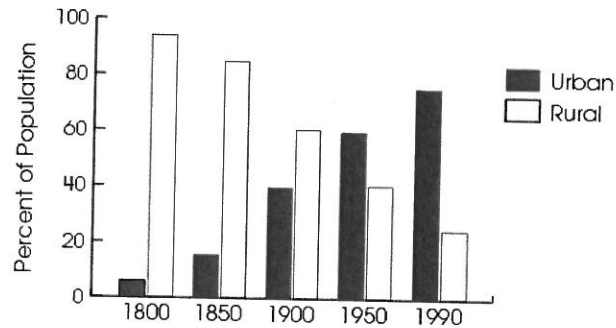
Which action is one way that middle school students can influence the government?

- ☒ writing letters
- ☐ obeying the law
- ☐ attending school
- ☐ voting in elections

Question 8

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800-1990



Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

B I U I_x **≡ ≡ ≡ ≡** **✂** **📄** **📁** **↶** **↷** **ABC** **Ω**

Points Possible: 2

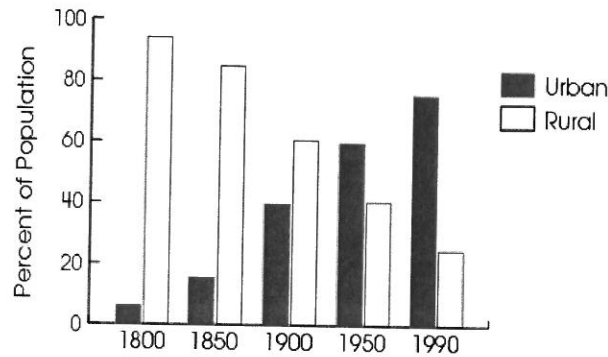
Content Standard: Government

Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)

Sample Response: 2 points

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800-1990



Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

B I U I_x

In the urban areas the population went up but in the Rural areas the population went down because. for urban areas in the 1800 the population was about 5 but in the 1990 the population went up to about 80. And for the Rural areas in the 1800 it started out as 100 and then in 1990 the population went down to about 30.

Notes on Scoring

This response earns full credit (2 points) because the student correctly describes the trend of both the urban and rural populations in the graph ("In the urban areas the population went up but in the Rural areas the population went down").

Question 9

You are trying to reach an agreement with others.

Which situation is a strategy for reaching a compromise?

- Ⓐ You decide not to participate in the discussion.
- Ⓑ You do what people on the other side want because it is easier.
- Ⓒ You stick to your opinion no matter what people on the other side say.
- Ⓓ You look for a common goal where each side gets something they want.

Points Possible: 1

Content Standard: Government

Content Statement: Effective participants in a democratic society engage in compromise. (17)

Scoring Guidelines

Rationale for Option A: This is incorrect. This is not a strategy for compromise because it does not involve you making concessions or meeting the other side halfway.

Rationale for Option B: This is incorrect. This is not a strategy for compromise because, when making a compromise, you need to think about what is best for everyone, not just what is easiest.

Rationale for Option C: This is incorrect. This is not a strategy for compromise because you do not consider the common good or look for ways you can meet the other side halfway.

Rationale for Option D: **Key** – This is a strategy for compromise because you seek a common goal and make concessions or meet the other side halfway.

Sample Response: 1 point

You are trying to reach an agreement with others.

Which situation is a strategy for reaching a compromise?

- ☐ (A) You decide not to participate in the discussion.
- ☐ (B) You do what people on the other side want because it is easier.
- ☐ (C) You stick to your opinion no matter what people on the other side say.
- ☒ (D) You look for a common goal where each side gets something they want.

Question 10

Citizens of a democracy have rights and responsibilities.

Which action describes a citizen's responsibility?

- Ⓐ paying taxes
- Ⓑ speaking freely
- Ⓒ signing a petition
- Ⓓ writing letters to newspapers

Points Possible: 1

Content Standard: Government

Content Statement: Laws can protect rights, provide benefits and assign responsibilities. (18)

Scoring Guidelines

Rationale for Option A: **Key** – It is a citizen's responsibility to pay taxes.

Rationale for Option B: This is incorrect. Freedom of speech is a citizen's right, not a duty or responsibility.

Rationale for Option C: This is incorrect. The ability to sign a petition is a citizen's right, not a duty or responsibility.

Rationale for Option D: This is incorrect. Writing letters to the newspapers is not a duty of citizens.

Sample Response: 1 point

Citizens of a democracy have rights and responsibilities.

Which action describes a citizen's responsibility?

- ☒ paying taxes
- ☐ speaking freely
- ☐ signing a petition
- ☐ writing letters to newspapers

Question 11

Mr. Johnson is not happy with the way the city council is governing his town. He decides to voice his opinion to his fellow citizens at the next city council meeting.

Which First Amendment right is he using?

- Ⓐ press
- Ⓑ property
- Ⓒ religion
- Ⓓ speech

Points Possible: 1

Content Standard: Government

Content Statement: The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment. (19)

Scoring Guidelines

Rationale for Option A: This is incorrect. The freedom of the press deals more with reporters and one's right to publish, not one's right to stand up and speak.

Rationale for Option B: This is incorrect. The situation does not relate to the right to own property.

Rationale for Option C: This is incorrect. The freedom of religion allows all citizens to practice whatever religion they wish.

Rationale for Option D: **Key** – By standing up and expressing his opinions, Mr. Johnson is exercising his First Amendment right to freedom of speech.

Sample Response: 1 point

Mr. Johnson is not happy with the way the city council is governing his town. He decides to voice his opinion to his fellow citizens at the next city council meeting.

Which First Amendment right is he using?

- ☐ (A) press
- ☐ (B) property
- ☐ (C) religion
- ☒ speech

Question 12

Which branch of government makes laws?

- ☐ A administrative
- ☐ B legislative
- ☐ C executive
- ☐ D judicial

Points Possible: 1

Content Standard: Government

Content Statement: The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (21)

Scoring Guidelines

Rationale for Option A: This is incorrect. This is not a branch of government.

Rationale for Option B: **Key** – The legislative branch creates new laws.

Rationale for Option C: This is incorrect. The executive branch does not pass laws; it carries out and enforces laws.

Rationale for Option D: This is incorrect. The judicial branch does not pass laws; it interprets and applies the law.

Sample Response: 1 point

Which branch of government makes laws?

- ☐ Ⓐ administrative
- ☒ Ⓑ legislative
- ☐ Ⓒ executive
- ☐ Ⓓ judicial

Question 13

Each branch of the U.S. government has certain responsibilities.

Select the **two** responsibilities of the executive branch.

- ☐ passing laws
- ☐ enforcing laws
- ☐ interpreting laws
- ☐ carrying out laws
- ☐ applying the laws to the Constitution

Points Possible: 1

Content Standard: Government

Content Statement: The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (21)

Scoring Guidelines

Rationale for the First Option: This is incorrect. Passing laws is a responsibility of the legislative branch.

Rationale for the Second Option: **Key** – The executive branch is responsible for enforcing laws.

Rationale for the Third Option: This is incorrect. The judicial branch is responsible for interpreting laws.

Rationale for the Fourth Option: **Key** – The executive branch carries out the laws.

Rationale for the Fifth Option: This is incorrect. Applying the laws to the Constitution is a responsibility of the judicial branch.

Sample Response: 1 point

Each branch of the U.S. government has certain responsibilities.

Select the **two** responsibilities of the executive branch.

- ☐ passing laws
- ☒ enforcing laws
- ☐ interpreting laws
- ☒ carrying out laws
- ☐ applying the laws to the Constitution

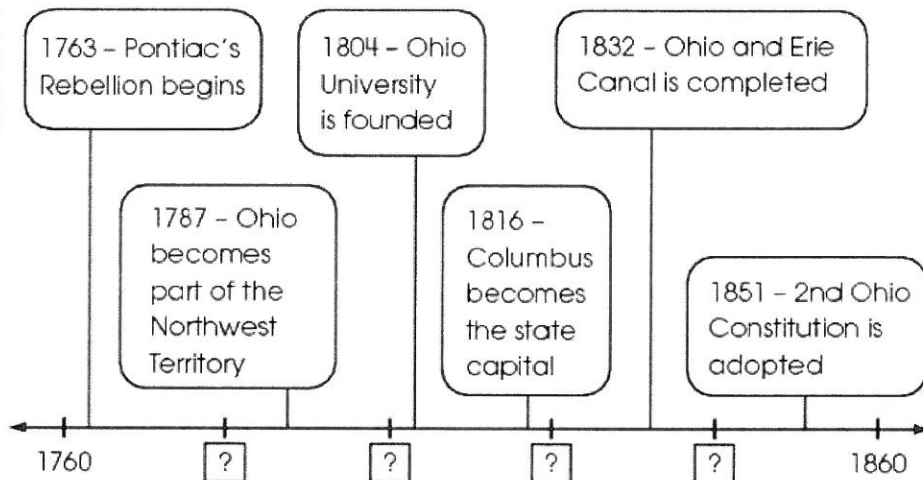
Notes on Scoring

This response receives full credit (1 point) because both correct answers are selected.

Question 14

A time line of Ohio events is shown.

Events in Ohio History



Which unit of time accurately completes the time line provided?

- ☐ A 1 year
- ☐ B 10 years
- ☐ C 20 years
- ☐ D 50 years

Points Possible: 1

Content Standard: History

Content Statement: The order of significant events in Ohio and the United States can be shown on a time line. (1)

Scoring Guidelines

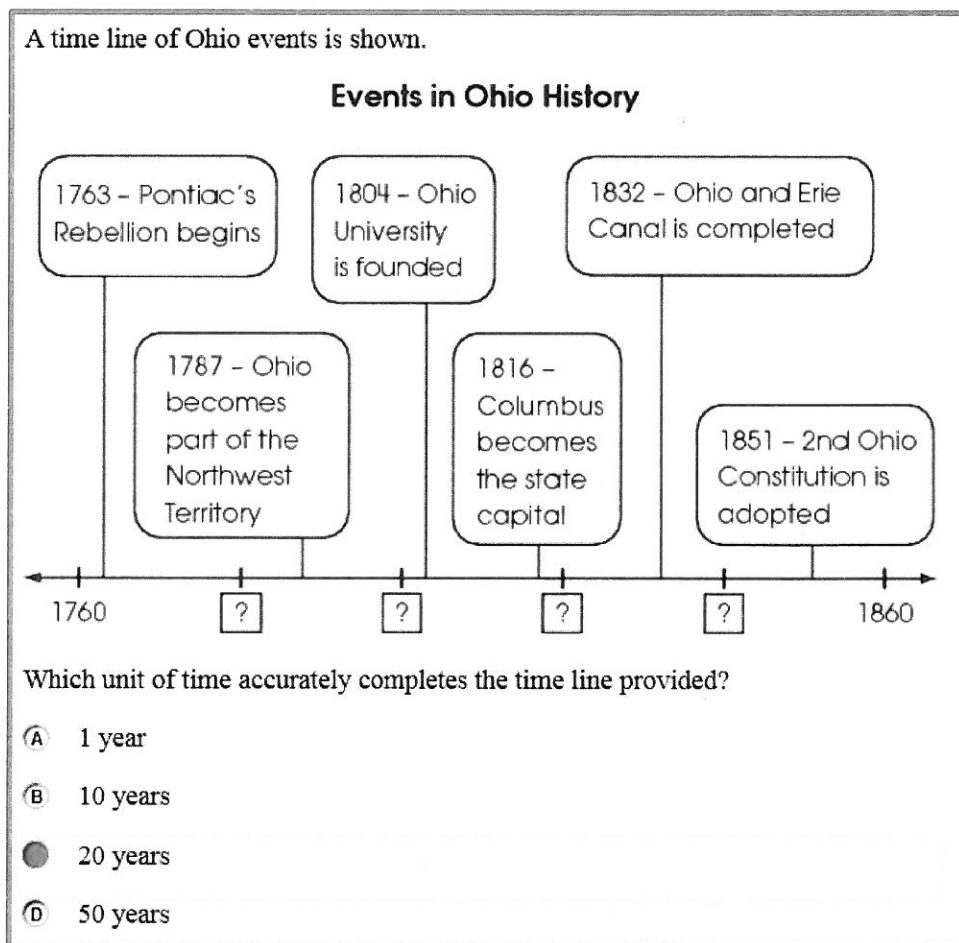
Rationale for Option A: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Rationale for Option B: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Rationale for Option C: **Key** – The century-long period from 1760 – 1860 is broken up into five segments, meaning that each marker represents the end of a 20-year time period.

Rationale for Option D: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Sample Response: 1 point



Question 15

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.

Identify the **two** primary sources on the list.

Click the **two** primary sources.

Primary and Secondary Sources

Resources:

Maps of early Ohio settlements drawn by a canal boat captain

An encyclopedia article on Ohio settlers

A book by a teacher who studied Ohio settlers

A diary written by an early settler in Ohio

A textbook chapter that discusses the settlement of Ohio

Points Possible: 2

Content Standard: History

Content Statement: Primary and secondary sources can be used to create historical narratives. (2)

Scoring Guidelines

For this item, a full-credit response includes:

- "Maps of early Ohio settlements drawn by a canal boat captain" selected;
- AND
- "A diary written by an early settler in Ohio" selected (2 points).

For this item, a partial-credit response includes:

- "Maps of early Ohio settlements drawn by a canal boat captain" selected;
- OR
- "A diary written by an early settler in Ohio" selected (1 point).

Sample Response: 2 points

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.

Identify the **two** primary sources on the list.

Click the **two** primary sources.

Primary and Secondary Sources

Resources:

Maps of early Ohio settlements drawn by a canal boat captain

An encyclopedia article on Ohio settlers

A book by a teacher who studied Ohio settlers

A diary written by an early settler in Ohio

A textbook chapter that discusses the settlement of Ohio

Notes on Scoring

This response receives full credit (2 points) because both primary sources are correctly selected.

Question 16

Historians use both primary and secondary sources to analyze events from the past.

Which statement describes a characteristic of a primary source?

- Ⓐ The source was found in an encyclopedia.
- Ⓑ The source summarizes someone else's experience.
- Ⓒ The source was written by someone who witnessed an event.
- Ⓓ The source references other sources in order to describe what happened.

Points Possible: 1

Content Standard: History

Content Statement: Primary and secondary sources can be used to create historical narratives. (2)

Scoring Guidelines

Rationale for Option A: This is incorrect. A source being located in an encyclopedia is not a primary source.

Rationale for Option B: This is incorrect. Both primary and secondary sources can summarize someone else's experience. This is not a definitive characteristic of a primary source.

Rationale for Option C: **Key** – Primary sources include materials like documents, photos, films and pieces of art that were produced by people who witnessed or were directly involved in an event or time period.

Rationale for Option D: This is incorrect. A source that references other sources is characteristic of a secondary source, not a primary source.

Sample Response: 1 point

Historians use both primary and secondary sources to analyze events from the past.

Which statement describes a characteristic of a primary source?

- ☐ Ⓐ The source was found in an encyclopedia.
- ☐ Ⓑ The source summarizes someone else's experience.
- ☒ Ⓒ The source was written by someone who witnessed an event.
- ☐ Ⓓ The source references other sources in order to describe what happened.

Question 17

The Treaty of Greenville was signed between American Indians in Ohio and the United States in 1795.

What was one effect of the Treaty?

- (A) The American Indians became U.S. citizens.
- (B) The American Indians declared war on many British forts.
- (C) The American Indians formed an alliance with the French.
- (D) The American Indians gave up their claims to land in much of Ohio.

Points Possible: 1

Content Standard: History

Content Statement: The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)

Scoring Guidelines

Rationale for Option A: This is incorrect. The American Indians were not made U.S. citizens as part of the Treaty of Greenville.

Rationale for Option B: This is incorrect. The American Indians did not declare war on many British forts. Great Britain and the American Indians were allies during the Battle of Fallen Timbers.

Rationale for Option C: This is incorrect. The American Indians formed an alliance with the British before the Battle of Fallen Timbers. An alliance existed between the French and American Indians during the French and Indian War, but not in 1795.

Rationale for Option D: **Key** – The defeated American Indians signed a treaty in which they gave up their claims to land in Ohio and other parts of the Northwest Territory.

Sample Response: 1 point

The Treaty of Greenville was signed between American Indians in Ohio and the United States in 1795.

What was one effect of the Treaty?

- ☐ Ⓐ The American Indians became U.S. citizens.
- ☐ Ⓑ The American Indians declared war on many British forts.
- ☐ Ⓒ The American Indians formed an alliance with the French.
- ☒ Ⓓ The American Indians gave up their claims to land in much of Ohio.

Question 18

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which action led to conflict between settlers and American Indian tribes during the early 1800s?

- ☐ Ⓐ American settlers provided weapons to British soldiers in Northwest Canada.
- ☐ Ⓑ American settlers claimed land where American Indians lived in the Ohio River Valley.
- ☐ Ⓒ American settlers signed an agreement with France that opened fur trading routes in Canada.
- ☐ Ⓓ American settlers forced American Indians to fight against the British during the American Revolution.

Part B

Select **two** ways that American Indian tribes responded to the action that you chose in Part A.

- ☐ They sided with the British in the War of 1812.
- ☐ They sunk American ships during the Battle of Lake Erie.
- ☐ They fought American settlers at the Battle of Fallen Timbers.
- ☐ They refused to sign the Treaty of Paris after the American Revolution ended.
- ☐ They built a fort on the Maumee River between British Canada and the Ohio Valley.

Points Possible: 2

Content Standard: History

Content Statement: The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which action led to conflict between settlers and American Indian tribes during the early 1800s?

- ☐ (A) American settlers provided weapons to British soldiers in Northwest Canada.
- ☒ (B) American settlers claimed land where American Indians lived in the Ohio River Valley.
- ☐ (C) American settlers signed an agreement with France that opened fur trading routes in Canada.
- ☐ (D) American settlers forced American Indians to fight against the British during the American Revolution.

Part B

Select **two** ways that American Indian tribes responded to the action that you chose in Part A.

- ☒ They sided with the British in the War of 1812.
- ☐ They sunk American ships during the Battle of Lake Erie.
- ☒ They fought American settlers at the Battle of Fallen Timbers.
- ☐ They refused to sign the Treaty of Paris after the American Revolution ended.
- ☐ They built a fort on the Maumee River between British Canada and the Ohio Valley.

Notes on Scoring

This response receives full credit (2 points) because both Parts A and B are correct. Students must correctly answer Part A to receive credit for Part B.

Question 19

There was tension between the North and South over the issue of slavery, and Ohioans were part of the national debate over slavery.

How did abolitionists in Ohio participate in this debate?

- (A) They wrote anti-slavery newspapers and pamphlets.
- (B) They supported returning escaped slaves to the South.
- (C) They convinced Congress to pass the Fugitive Slave Act of 1850.
- (D) They prevented people from buying books like *Uncle Tom's Cabin*.

Points Possible: 1

Content Standard: History

Content Statement: Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (7)

Scoring Guidelines

Rationale for Option A: **Key** – Ohio abolitionists started local anti-slavery newspapers such as *The Philanthropist* and several others.

Rationale for Option B: This is incorrect. Abolitionists strongly opposed the return of escaped slaves to the South.

Rationale for Option C: This is incorrect. Ohio played a key role in the Underground Railroad and helping runaway slaves escape to freedom. The Fugitive Slave Act required that escaped slaves be returned to their masters. This was opposed by abolitionists.

Rationale for Option D: This is incorrect. As a northern state that was admitted as a free state, Ohio was a proponent of *Uncle Tom's Cabin*—abolitionists did not try to prevent the sale of the book.

Sample Response: 1 point

There was tension between the North and South over the issue of slavery, and Ohioans were part of the national debate over slavery.

How did abolitionists in Ohio participate in this debate?

- ☒ They wrote anti-slavery newspapers and pamphlets.
- ☐ (B) They supported returning escaped slaves to the South.
- ☐ (C) They convinced Congress to pass the Fugitive Slave Act of 1850.
- ☐ (D) They prevented people from buying books like *Uncle Tom's Cabin*.

Question 20

People from Ohio made inventions that were used for different purposes.

Select the boxes to match each invention with how it was used.

| | Used For Safety | Used For Business | Used For Entertainment |
|----------------------|--------------------------|--------------------------|--------------------------|
| Gas Mask | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Traffic Light | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Phonograph | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cash Register | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Points Possible: 1

Content Standard: History

Content Statement: Many technological innovations that originated in Ohio benefitted the United States. (8)

Scoring Guidelines

For this item, a full-credit response includes:

- "Used For Safety" selected for "Gas Mask";
AND
- "Used For Safety" selected for "Traffic Light";
AND
- "Used For Entertainment" selected for "Phonograph";
AND
- "Used For Business" selected for "Cash Register" (1 point).

Sample Response: 1 point

People from Ohio made inventions that were used for different purposes.

Select the boxes to match each invention with how it was used.

| | Used For Safety | Used For Business | Used For Entertainment |
|---------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Gas Mask | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Traffic Light | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Phonograph | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Cash Register | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Notes on Scoring

This response receives full credit (1 point) because it correctly identifies how each invention was used.